DOCUMENT RESUME

ED 461 603 SO 033 565

AUTHOR Wendling, Laura

TITLE Exploration and Colonial History. Grade 4 Model Lesson for Unit 3, Standard 4.3. California History-Social Science Course Models.

INSTITUTION California State Dept. of Education, Sacramento.
PUB DATE 2001-00-00
NOTE 32p.
AVAILABLE FROM California Department of Education, 721 Capitol Mall, 6th Floor, Sacramento, CA 95814. Tel: 916-654-6299; Fax: 916-657-4964. For full text: http://www.history.ctaponline.org/center/.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Standards; *Colonial History (United States); Curriculum Based Assessment; Grade 4; Intermediate Grades; Literacy; *Social Studies; *State History; *State Standards; Teacher Developed Materials
IDENTIFIERS *California; Colonial History (Mexico); *Exploration; Westward Movement (United States)

ABSTRACT

California was considered a special prize by the United States years before its acquisition. Its harbors opened to East Asian trade, and its fertile valleys beckoned settlers to make the great trek west. In 1845, Captain John C. Fremont took a surveying party into Mexican-held California. Following a war of skirmishes and battles with Mexico, the Treaty of Guadalupe Hidalgo ended the war in 1848, with Mexico turning over California and New Mexico to the United States and accepting the Rio Grande as the western boundary of the state of Texas. The war's end brought settlers west, and the discovery of gold, which set off the California Gold Rush, enticed thousands of people to move to California. Students learn about the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood. Suggested implementation for the lesson is 7 class periods. The lesson plan presents teachers with adaptations for their classrooms; discusses the significance of the topic; lists focus questions; features literacy links; covers suggested materials for the lesson; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic. The lesson assessment is integrated with the instruction and occurs throughout the lesson. The focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested. Resources are listed for the sample topic and for other topics. Additional information is appended. (BT)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 461 603

CALIFORNIA History-Social Science
Course Models

Exploration and Colonial History

Grade 4 Model Lesson for Unit 3, Standard 4.3

Written by Dr. Laura Wendling

SO 033 565

2001

http://www.history.ctaponline.org/center/

California Department of Education
721 Capitol Mall, 6th Floor
Sacramento, CA 95814
(916) 654-6299

California Department of Education

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

C. Robinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Standard 4.3: Exploration and Colonial History

Dr. Laura Wendling, Editor, under the auspices of the California State Department of Education.

Standard 4.3:
Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood, in terms of:

1. The location of Mexican settlements in California and other settlements including Ft. Ross and Sutter's Fort;

2. Comparisons of how and why people traveled to California and the routes they traveled (e.g., biographies and legends of James Beckwourth, Jedediah Smith, John C. Fremont, Juan Cabrillo);

3. The effect of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., biographies of John Sutter, Mariano Guadalupe Vallejo, Phoebe Apperson Hearst);

4. The immigration and migration to California between 1850 and 1900; its diverse composition, the countries of origin and their relative locations, and the conflicts and accords among diverse groups (e.g., the 1882 Exclusion Act)

5. The lives of women who helped build early California (e.g. biographies of Bernarda Ruiz, Biddy Mason);

6. How California became a state and how its new government differed from those during the Spanish and Mexican periods.

Sample topic addressing parts of Standard 4.3:
Exploration and Colonial History--Early Californians of Courage:
parts of the second and fifth elements.
Suggested time: 7 class periods

Grade 4 Teachers
Adaptations to your Classroom

Standard 4.3: Exploration and Colonial History

1. Gather photographs, other primary/secondary source material, and literature to support this unit's study of Jedediah Smith, James Beckwourth, John C. Fremont, Bernarda Ruiz, and Biddy Mason.
2. Collect instructional materials on 3 to 6 other notable figures, such as Annie Bidwell, Henry Wells, William Fargo, John Muir, Sylvia Stark and Luther Burbank.
3. Write a list of 20 or more adjectives that could describe a "great" person.
4. Create and complete a graphic organizer to compare the similarities and differences between Jedediah Smith, James Beckwourth, John C. Fremont, Bernarda Ruiz, and Biddy Mason.
5. Write 2-3 questions to add to the "Things To Think About" section at the end of each of the 5 Appendices.
6. Develop a set of writing guidelines for students and matching grading rubric for use in the creation of the Culminating the Topic class book.
7. Make a list of community persons who would be appropriate for consideration for the final chapter of the student authored class book.
8. Design a new activity for the Extended and Correlated Activities section.
9. Investigate the SCORE history-social science web site (**http://score.rims.k12.ca.us**) to learn about teaching resources, related Internet sites, and activities for this unit.

Significance of the Topic

California was looked upon as a special prize by the United States years before acquisition. Its harbors opened to East Asian trade and its fertile valleys beckoned settlers to make the great trek west. Jedediah Strong Smith undertook the first known expedition from the United States to California in 1826. After selling the furs his party trapped, Smith traveled north through California into Oregon. Attacked by Indians, only Smith and a few others in the party escaped. In 1831, Smith again ventured into Mexican territory as a trader. Along the Santa Fe trail, Smith was attacked by Comanches and killed. Fur trapping and trading was often a dangerous business in the early nineteenth century.

In 1845, U.S. Army Captain John C. Fremont took a surveying party into Mexican held California. Mexican authorities objected and in 1846 Fremont and his men captured a band of Mexican cavalry which in turn encouraged American settlers to seize Sonoma in June, 1846 and declare their independence from Mexico. The settlers raised a simple home-made flag of a grizzly bear and called themselves the Republic of California; this came to be known as the "Bear Flag Revolt."

A month earlier the United States and Mexico were at war. The "Bear Flaggers" joined with the United States when American naval forces landed at Monterey in July. During the war, General Stephen Watts Kearny led a military force from the east into Southern California. Hearing of the reputation of James Beckwourth, General Kearny sought the help of this noted frontiersman during the war. Although he lost the battle of San Pascual near San Diego, Kearny's reinforcements helped to bring an end to the war in California. Fremont assumed command in California and by 1847 signed the Treaty of Cahuenga which ended the war in California. Fremont's actions irritated Kearny and caused great friction, ultimately ending with a reprimand and court martial. The war, now being fought exclusively in Mexico, lasted another year. The Treaty of Guadalupe Hidalgo ended the war in 1848 with Mexico turning over the California and New Mexican territories to the United States and accepting the Rio Grande as the southern boundary of the state of Texas.

The end of the war in California brought more settlers West. Many of the Mormons from Utah, who had fought in the war, stayed in California. To meet the demands of newcomers, John Sutter, a Swiss colonist who had received a land grant from the Mexican government, decided to expand his settlement of New Helvetia (Sutter's Fort). He began construction of a sawmill about 40 miles north of Sutter's Fort to supply lumber for the new settlers. James Marshall was placed in charge of building the mill and as he began working on a water wheel to power the mill he noticed pieces of shiny metal in the water. He collected some of the stone and had them tested. Before long word began to spread that Marshall had found pure gold nuggets along the river bank. Marshall's discovery radically changed the territory. Newspapers throughout the 30 states told of gold nuggets "collected at random and without any trouble." In President Polk's message to Congress in December, 1848, he mentioned the great find in the territory that had become part of the United States in February of that year.

The hope of sudden wealth was a magnet pulling people into California. Settlers from the East began to cross the Sierra Nevada using a pass that James Beckwourth had discovered.

Beckwourth's pass became a gateway for settlers traveling to California during the Gold Rush. Pioneers who ventured westward along the Oregon, Santa Fe, and California trails before 1848 headed for the rural frontier to homestead; the lure of California gold brought a different immigrant. In late 1848, 8,000 to 10,000 migrants flocked to the gold fields.

In the following year another 100,000 sought riches in the territory. The majority of these new "settlers" came to stake-out a claim, mine for gold, and return home rich. "Gold towns" sprang up to supply needed tools and goods for prospectors. Immigrants from Europe, Mexico, South America, and Asia came to share in the fortune; however, over 80 percent of the new arrivals came from other parts of the United States.

The dream of sudden wealth enticed thousands of people to move to California. The Gold Rush brought many changes to California and the residents who had made California their home from the early Spanish and Mexican eras. One such resident was Bernarda Ruiz from the Mexican pueblo of Santa Barbara. Also, although California entered the Union as a free state in 1850, some migrants arrived bringing slaves. One such migrant was Robert Smith, a former plantation owner from Mississippi who brought slaves, including Biddy Mason, with him to San Bernardino.

The stories of Jedediah Smith, a fur trapper and trader; James Beckwourth, a scout and pathfinder; John Fremont, an explorer and military leader; Bernarda Ruiz, a diplomat and peacemaker; and Biddy Mason, a philanthropist, each give different perspectives on California history. Their lives are notable, reflect service and dedication, and should not be overlooked by the glamour of the Gold Rush. The following lesson looks into the lives and character of these five individuals who have in common their love of California.

Focus Questions:

1. What qualities make a person "great"?
2. What leadership traits are displayed by Jedediah Smith, James Beckwourth, John C. Fremont, Bernarda Ruiz, and Biddy Mason?
3. What person(s) in our community has leadership traits similar to those of the five early Californians studied?

Literacy Links

A variety of strategies and activities are included in the unit (and in the Extended and Correlated Activities) that support and develop reading, writing, listening, and speaking skills. Examples of the literacy supporting activities from this lesson are:

Reading

- Read maps, timelines, charts and graphic organizers
- Read a variety of texts including narrative, biographies, informational (encyclopedias, almanacs) picture books, historical fiction
- Develop content specific vocabulary dealing with aspects of early California settlers and their personal characteristics

Writing

- List prominent people in California's history and reasons for their fame
- Write 4 or 5 survey questions
- Write a short paragraph describing each of the five great persons studied
- Write a chapter for a student-authored class book
- Write a short biography about an "unsung hero" from around the state
- Create a list of schools and public buildings named after someone in your community
- Research the individuals from whom these places were named
- Make a list of the names of people who are mentioned in a local museum's exhibit on the Gold Rush and early statehood period.
- Write a short story or skit about the importance of a person represented in a museum exhibit about the early history of the state.

Speaking

- Respond to questions
- Conduct a survey on "What Makes a Person Great"
- Perform a skit about a local community member who played an important role in California history
- Conduct an oral history interview with a community member after whom a local building has been named
- Speak clearly at an understandable pace

Listening

- to multi-step directions
- to biographical stories read aloud
- to survey responses
- to class discussions

Sample Vocabulary Used in this Unit

apprehend
biography
claim
emancipated
enticing
expedition
humanitarian
involuntary servitude
jeopardized
persuade
stake-out
unsung hero
writ of habeas corpus

Suggested Materials for this Unit
3 x 5" Index cards
Box
State, U.S./Mexico and World maps

A
Beginning the Topic

Focus Question: What qualities make a person "great"?

Begin the lesson by having students list the names of five to ten prominent people they have previously studied in California history. Ask students to respond orally or in writing to the following questions:

- What did these people do that got them into history books?
- Why are they considered important people?
- What makes a person "great"?
- Imagine… how things might have turned out differently if these people had chosen another course of action?
- How might California history have changed?

Conduct a brainstorming activity on the qualities of leadership using the individuals previously identified as models. Post responses and briefly discuss each of the qualities that have been listed. Divide the class into small groups, and have each group develop four or five questions for a survey on "What Makes a Person Great."

Groups read their questions to the class, and working together the class develops a survey. For homework, students are to ask another teacher, family member, or adult friend to respond to the questions on the survey. Discuss the findings in class. If necessary, revise the posted responses gathered in the brainstorming activity. Inform students that they will be learning about five more famous people in California's history. Using the result of their survey they will evaluate why these people should have a prominent place in our state's history.

B
Developing the Topic

Focus Question: What leadership traits are displayed by Jedediah Smith, James Beckwourth, John C. Fremont, Bernarda Ruiz, and Biddy Mason?

Record four or five of the leadership traits determined in the previous activity on a 3 x 5 index card. Make duplicate copies so that each student in the class will be able to select a card. Mix the cards in a box and have each student draw a card at random. Divide the class into groups based on the same leadership trait; for example, if five students drew the card marked "courage" they would constitute one group. Once groups are formed tell the class that they will be hearing

about Jedediah Smith, James Beckwourth, John C. Fremont, Bernarda Ruiz, and Biddy Mason. Each group is to look for examples of their leadership trait in each of the five stories.

Distribute copies of the first story to the class (see Appendix III-1). Have students read along silently as you read it aloud. Before reading each biography, set the stage by connecting to past learning and locating places referenced in the reading on a map.

JEDEDIAH STRONG SMITH: Setting the Stage
Trapper and Explorer, 1798(?) - 1831

Reading: Appendix III-1

Connect to previous learning about the California Indians from the Third Grade (local history) and from the Fourth Grade (Spanish colonial period, missions and ranchos).

- Why did some Indians attack explorers in the 1820s?
- Why did the Mexican government place restrictions on travelers in their territory?

Map Locations
On a map showing the United States and Mexico, identify:

1. Missouri River
2. Santa Fe
3. Oregon territory in the 1820s
4. Mexico in the 1820s

On a map of California, identify:

1. Mojave Desert
2. present day cities of Bakersfield, Fresno, Modesto, Los Angeles, and San Diego
3. Catalina Island
4. Stanislaus and American rivers
5. Sierra Nevada Mountains

NOTE: You may wish to pause after reading each paragraph to check for comprehension or answer student questions after that section of the reading. In addition, you may wish to add to the biographical information provided here by using your class text or other biographical literature. Are there any contradictions or variations in the information presented from these different sources?

After completing the reading, students in groups review the story and discuss the way(s) in which Jedediah Smith demonstrated the characteristic designated for their group. Have students write a short paragraph describing Jedediah Smith from their group's perspective.

Follow the same pattern with each of the other biographies.

JAMES BECKWOURTH: Setting the Stage
Mountain Man and Explorer, 1798 – 1867

Reading: Appendix III-2

Map Locations
On a map showing the United States and Mexico, identify:
1. St. Louis, Missouri
2. Rocky Mountains

On a map of California, identify:
1. Sierra Nevada Mountains
2. Beckwourth Valley
3. Beckwourth's Pass

JOHN C. FREMONT: Setting the Stage
Explorer and Politician, 1813 – 1890

Reading: Appendix III-3

Connect to previous learning about the geographic regions of California and the Mexican period of California history.
- Why were people from the United States eager to come to California?

Map Locations
On a map showing the United States and Mexico, identify:
1. St. Louis, Missouri
2. Washington, D.C.
3. New York City
4. Fort Leavenworth, Kansas
5. Cascade Range
6. Mexico in 1846
7. the Arizona territory

On a map of California, identify:
1. Sierra Nevada Mountains
2. Monterey
3. Sutter's Fort
4. Sonoma
5. Mariposa
6. Los Angeles

10

BERNARDA RUIZ: Setting the Stage
Peacemaker, 1802 – 1886

Reading: Appendix III-4

Connect to previous learning about the rancho days in California history.

- What was life like on the ranchos?

Map Locations

On a map of California, identify:

1. Santa Barbara
2. San Luis Obispo

BIDDY MASON: Setting the Stage
Humanitarian, 1818 – 1891

Reading: Appendix III-5

Briefly explain that slavery was commonly practiced in the Southern states and that California was admitted into the union in 1850 as a free state.

Before reading the biography of Biddy Mason, conduct a vocabulary exercise explaining the meaning of words which students may have difficulty understanding in the reading, such as: humanitarian, involuntary servitude, emancipated, writ of habeas corpus, jeopardized, apprehend, enticing, and seducing.

Map Locations

On a map showing the United States and Mexico, identify:

1. Georgia
2. Mississippi
3. Texas

On a map of California, identify:

1. San Bernardino
2. Los Angeles

C
Culminating the Topic

Focus Question: What person(s) in our community has leadership traits similar to those of the five early Californians studied?

To help students summarize their learning, have each group create a chapter of an illustrated, child-authored class book about these five individuals. The designated character traits, which formed the basis of group examination, should be the chapter titles. Students draw or sketch illustrations for each of the chapters.

The chapter concludes with a contemporary person in their local community who has shown this special character trait. The group decides on the person or persons to be highlighted and explains why that person is to be admired. The selected individuals could be a doctor, a teacher, a scout leader, a business person, or someone who organized and supports special programs to help people in the community. Share the student books with other classes or use them as a library display.

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. The focus questions provide a framework for the evaluation of the unit. Assessment features described in this unit include:

- List prominent people in California's history and reasons for their fame.
- Write 4 or 5 survey questions on "What Makes a Person Great."
- Conduct a survey on "What Makes a Person Great."
- Write a short paragraph describing each of the five great persons studied.
- Research someone from your local community who plays an important contemporary role.
- Research someone from your local community who played an important role in California history.
- Write a skit about a local community member who played an important role in California history.
- Write a short biography about an "unsung hero" from around the state.
- Create a list of schools and public buildings named after someone in your community.
- Research the individuals from whom these places were named.
- After visiting a local museum or historical site, write a short story or skit about the importance of that person in the early history of the state.
- Respond correctly to class discussion questions.
- Work collaboratively to complete projects.

Extended and Correlated Activities

- Research someone from the history of your local community who played an important role in California history during the Gold Rush and early statehood period. Write a skit about this person's life and, together with classmates, perform it for a school parent night.

- Making use of modern technology through the Internet, have your class connect with fourth grade classes in other parts of the state. Share information about local historical figures of importance, from the early statehood period in their county, who have not found a place in most history books. After sharing information, construct a large map of California and include a short biography of each person investigated and place it on the map in the appropriate region of the state. What does this map tell you about the "unsung heroes" of our state?

- Public buildings are often named for important local people. Compile a list of names of schools and public buildings in your community and research the individuals from whom these places were named. If the person is still living, conduct an oral history interview and create a project on audio or video tape telling about their service to the community.

- Visit a local museum or historical society or site that features exhibits from the Gold Rush and early statehood period. Make a list of the names of people who are mentioned in the exhibit. Select one of the people to investigate and write a short story or skit about the importance of that person in the early history of the state.

Resources for the Sample Topic

Beasley, Delilah L. *The Negro Trailblazers of California*. Westport, CT: Greenwood Press, 1969 (Reprint of the original 1919 publication). Despite its somewhat dated title, Beasley's work remains an important book for its topic. It is recommended as a resource for teachers.

Bowman, Lynn. *Los Angeles: Epic of a City*. Berkeley, CA: Howell-North Books, 1974. This comprehensive history of Los Angeles from the Spanish-Mexican period to the 1960s is recommended for teacher background reading. Although out of print, this resource may be found in most libraries.

California Women Activities Guide, Kindergarten Through Grade Twelve. Prepared under the direction of Project SEE (Sex Equity in Education), California Department of Education, 1988. This teacher's resource includes portraits of many important women throughout California's history. Appropriate to this unit are the stories of Biddy Mason, Bernarda Ruiz, and Annie Bidwell among others.

Dolan, Sean. *James Beckwourth.* New York: Chelsea House, 1992. Black Americans of Achievement series. Blazing trails across the Sierra Nevada, fighting the Seminole in Florida, serving as an army guide in Colorado, and becoming a Crow Indian war chief are among some of

the fascinating adventures in the life of James Beckwourth related in this biography. Sections of this story relating the fascinating career of this frontiersman may be read aloud to students.

Levy, Jo Ann. *They Saw the Elephant: Women in the California Gold Rush*. Hamden, CT: Archon Books, 1990. This book, recommended for teachers, is a medley of voices which tell of courage and determination of pioneer women who made the trek to California during the Gold Rush. Biddy Mason's story is related in one short section of the book.

Scott, Victoria. *Sylvia Stark: A Pioneer*. Open Hand Publishers, 1992. This is a true story of a black family that crossed the United States in a wagon train bound for the free state of California in the 1850s. Fearing that they will lose the freedom they sought to gain in California, Sylvia and her husband emigrate to Canada.

Syme, Ronald. *John Charles Fremont: The Last American Explorer*. Illustrated by Richard Cuffari. New York: William Morrow & Co., 1974. Drawing from diaries and letters, the author creates a portrait of a fascinating American explorer. Fremont helped open the western frontier establishing a reliable route to Oregon and California in the early 1840s. Syme examines all aspects of Fremont's life including his court-martial, resignation from the army, lack-luster presidential bid, and controversial career as a general during the Civil War. Sections of the biography could be read aloud to the class. This book is out of print, but copies are available from many public libraries.

Tompkins, Walker A. *Old Spanish Santa Barbara From Cabrillo to Fremont*. Santa Barbara, CA: McNally & Loftin, 1967. Tompkins tells interesting stories of Santa Barbara from the earliest European exploration to Bernarda Ruiz's encounter with John C. Fremont. Recommended for teacher background reading and read aloud activities.

Resources for Other Topics

Phyllis Raybin Emert, Editor. *All That Glitters: The Men and Women of the Gold and Silver Rushes*. Perspectives on History Series. Lowell, MA: Discovery Enterprises, 1995. Using primary sources, Emert takes the reader through the long and arduous journeys by land and sea in the search for California gold and Nevada silver. Recommended for teacher background reading; however, some of the documents may be read aloud to students.

Benet, Rosemary, and Stephen Vincent Benet. "Western Wagons," *A Book of Americans*. Holt, 1987. This poem captures much of the spirit and attitude of the pioneers.

Blake, Arthur and Pamela Daily. *The Gold Rush of 1849--Staking a Claim in California*. Millbrook, 1995. An insightful account into the mass migration to California, this work includes discussion of popular amusements of the period and recounts some of the conflicts that occurred in the gold fields.

Bloch, Louis M., Jr. *Overland to California in 1859: A Guide for Wagon Train Travelers*. Bloch and Co., 1990. Based exclusively on authentic source material, this guide contains advice on

camping, marching, routing, dangers, and other aspects of overland travel by wagon train. The illustrations and maps are all authentic.

Blumberg, Rhoda. *The Great American Gold Rush*. Bradbury, 1989. Despite some inaccuracies, this account depicts the lives of ordinary people during Gold Rush days and is a good source of pictures, sketches, and firsthand material. It also chronicles the population explosion that resulted from the discovery of gold in California.

Bulla, Clyde Robert. *The Secret Valley*. Harper Collins, 1993. The Davis family of Missouri went to California in 1849 to find gold. In California, they thought their wishes might be fulfilled, and they were, but in a very unexpected way.

"*California Gold Rush: 1849*". Amawalk, NY: Golden Owl Publishing, n.d. This Jackdaw portfolio includes a dazzling collection of reproductions of primary source materials, including historic documents, maps, and photographs. The resources are excellent for pairs or groups to use. For Jackdaw catalog and ordering information phone: (1-800-789-0022).

"*The California Gold Rush Treasure Box*". Expanola, New Mexico: Juniper Learning, Inc., 1995 (1-800-456-7786). A collection of authentic items provides a hands-on adventure in exploring the geography, culture, economics and "magic" of the California Gold Rush. A teacher's guide, student books, and bulletin board kit are also included.

"*California's Gold*". VHS, PBS Los Angeles, 1991-1994. A video series which explores topics in California history and aspects of every-day life in the state. "*California's Gold*" consists of five video sets, each of which contains 12 programs. A teacher's guide for each set gives an overview of programs within the set and suggests various resources and interactive instructional strategies which are linked to the California Framework and Standards. Pan for gold, sing pioneer songs, and visit a restored gold mining town in Tuolumne County through program 301, "Gold Country." Other programs in the series such as "California Companies," program 503 (companies which had their origin in the California Gold Rush), "Bodie," program 310 (an authentic ghost town), and "Historic Heroes," program 402 (the Pony Express) are good resources for this unit.

Chambers, Catherine. *California Gold Rush: Search for Treasure*. Troll, 1984. Jake Fletcher thinks it will be just another ordinary day at Sutter's Mill--until James Marshall discovers gold!

"*The Cobblestone American History CD-ROM: 1980-1994*". Cobblestone Publishing, Inc., 1995. A full-text database with a menu-driven search strategy makes for easy retrieval of *Cobblestone* articles that appeared in issues between 1980 and 1994. Maps, puzzle grids, and diagrams are included, however, illustrations do not appear. Articles and lists of references can be either printed or exported to a disk. A printed index is included with the CD-ROM.

Coerr, Eleanor. *Chang's Paper Pony*. Harper, 1993. Set in California during the Gold Rush, this story of Chinese workers is easy to read for students with limited English proficiency.

Dolan, Edward F., Jr. *Famous Builders of California*. Putnam, 1987. Seven historical figures are covered in this book in short, readable chapters: Father Junipero Serra, John Fremont, John Sutter, Henry Wells, William Fargo, John Muir, and Luther Burbank. They represent adventurers, explorers, scientists, and businessmen important in California's history. Although out of print, this source may be found in most libraries.

Dorian, Margery. *Stories in these United States For Young and Old*. New York: Vantage Press, Inc., 1993. Experience the birth of California's statehood, as seen through the young eyes of Helena, as she travels from Fort Ross to California's first capital, Monterey. Short, adventure filled, fictional stories of children, make this book desirable for reading aloud in class.

Echoes of the Past. California Department of Parks and Recreation. Three autobiographical reminiscences written by General John Bidwell and illustrated by Frederick Remington are included in this facsimile edition of *Century Magazine's* articles published in 1890 and 1891. These biographical sketches are a valuable addition to the literature of westward expansion and the early American movement into California. Although recommended for teacher reading, students may enjoy the illustrations.

Epstein, Sam, and Beryl Epstein. *The Sacramento: Golden River of California*. Garrard, 1968. The history of the Sacramento River is traced from early Spanish explorations through the Gold Rush era to the important role this river plays in contemporary California. This resource is out of print, but copies are available at many libraries.

Erickson, Paul. *Daily Life in a Covered Wagon*. Preservation Press, 1994.
Beautifully designed and illustrated with color photographs of artifacts as well as maps and drawings, this book engages even the most reluctant of young readers. Although this story is set on the Oregon Trail in the 1850s, the book will provide many similarities to families who came over land to California, as did the Donners. Use with *Overland to California* and *Patty Reed's Doll*.

Fink, Augusta. *To Touch the Sky*. San Carlos, CA: Golden Gate Junior Books, 1971. The story of a fourteen-year-old Californio who attempts to acquire his inheritance, Rancho Bernicita near Los Angeles. The story of Cristobal and his Indian friend Mactutu is set in the period just after the Mexican period in California history. This book is no longer published, however, copies are available at many public libraries.

Fleischman, Sid. *By the Great Horn Spoon!* Atlantic Monthly Press, 1963. Jack Flagg, an orphan, and his aunt's butler, Praiseworth, stow away on a ship bound for California. This book recounts their adventures aboard ship and in the Gold Rush of 1849. Alfaguara of Spain issues a Spanish-language version *Por la Gran Cuchara del Cuerno*! See also *Humbug Mountain* (Little, 1988) and *Jim Ugly* (Greenwillow, 1992) by the same author.

Flory, Jane. *The Golden Venture*. Houghton, 1976. Minnike stows away on her father's wagon heading west from Missouri to join the California Gold Rush. While her father is looking for gold, Minnike has adventures of her own in San Francisco. Although out of print, this book may be found at most public libraries.

Garthwaite, Marion. *Coarse Gold Gulch*. New York: Doubleday, 1956. Two children from Vermont come to California to search for their father. Before finding their father, the children have adventures with Californios, Indians, and Chinese immigrants. Although out of print, copies may be found at some libraries.

The Gold Discovery: James Marshall and the California Gold Rush. California Department of Parks and Recreation. This colorful book gives readers a glimpse into the events surrounding Marshall's discovery of gold at Sutter's Mill. Famous artwork illustrates the liveliness of the Gold Rush times and accents the detailed descriptions of people, events, and places that shaped the western frontier.

Hart, Eugene R. *The California Gold Rush*. Free Wheel Publications, 1993. Using a workbook style format, this book is filled with activities to bring the excitement and energy of the Gold Rush right into the classroom.

Harvey, Brett. *Cassie's Journey: Going West in the 1860s*. Holiday, 1987. A young girl relates the hardships and dangers of traveling with her family in a covered wagon from Illinois to California during the 1860s.

Henry, Sondra. *Everyone Wears His Name: A Biography of Levi Strauss*. Dillon, 1990. This is the story of a Jewish immigrant who peddles durable and practical clothing to miners in the gold fields.

Hill, William E. *The California Trail Yesterday and Today*. Tamarack Books, 1993. Authentic photographs, sketches, and diary excerpts of the time offer usable primary source material in this book. Teachers can use the excerpts for display. A detailed chronology of the history of the California Trail is provided.

Sandra Myers, Editor. *Ho for California! Women's Overland Diaries*. San Marino, CA: Huntington Library, 1991. This is a collection of primary sources in which women share their experiences as they travel through the Isthmus of Panama on their way to the gold fields in 1849. Excerpts could be read to the class.

Holliday, J. S. *The World Rushed In: The California Gold Rush Experience: An Eyewitness Account of a Nation Heading West*. Touchstone (Simon and Schuster), 1981. Based on journals of an actual gold seeker, this book is valuable as a source of primary material or as a teacher's resource.

Hoobler, Dorothy, and Thomas Hoobler. *Treasure in the Stream--The Story of a Gold Rush Girl*. Silver Burdett, 1991. A spirited ten-year-old girl and her family are changed forever when gold is discovered at Sutter's Mill.

Katz, William L. *Black People Who Made the Old West*. Brooklyn, NY: Africa World, 1992. These biographical sketches of 35 black men and women, including James Beckwourth, are faced with lively descriptions and amusing anecdotes.

Lampman, Evelyn Sibley. *The Bandit of Mok Hill.* New York: Doubleday, 1969. Angel, an orphan, joins a friendly family and travels to the gold fields. Angel's dream is to join the outlaw band led by Joaquin Murietta, but in time realizes that his picture of the outlaws is distorted. The book takes a realistic look at life in the Gold Rush days. Although out of print, copies may be obtained from many public libraries.

Lapp, Rudolph M. *Blacks in Gold Rush California.* New Haven, Connecticut: Yale University Press, 1977. This teacher resource is a comprehensive examination of African Americans in California in the decades following the Gold Rush. James Beckwourth and Biddy Mason are among the two of many profiled in this work.

Laurgaard, Rachel Kelly. *Patty Reed's Doll: The Story of the Donner Party.* Caxton Printers, 1989. Based on actual happenings in the fateful Donner crossing of the Sierra in 1846, this story is told through the eyes of a small wooden doll that traveled from Illinois to California in young Patty Reed's pocket. Paperback reprints are available from Tomato Enterprises.

Leland, Dorothy Kupcha. *Sallie Fox: The Story of a Pioneer Girl.* Fairfield, CA: Tomato Enterprises, 1995. Based on a true story, this work of historical fiction chronicles the travels and hardships of a pioneer family on their harrowing journey west to California.

"*The Map of History: John Bidwell's California*". VHS. California Department of Parks and Recreation, 1993. In twenty-four minutes one is given a visual picture of the beauty of California and the story of one pioneer, John Bidwell, who contributed to the American conquest and the building of the "Golden State." An interesting format with information that is not otherwise abundant for the intermediate student. It is best shown in segments as it covers a wide span of California history. Students might be given a graphic organizer to fill in while viewing.

McCunn, Ruthanne Lum. *An Illustrated History of the Chinese in America.* San Francisco: Design Enterprises, 1979. A general survey of the story of the Chinese in the United States from early emigration to the later twentieth century. This resource book is filled with old photographs and drawings which could be used with students. See also this author's picture book, *Pie-Biter* which is based on a California legend and is available in English and Chinese.

Morrison, Dorothy. *Under a Strong Wind: The Adventures of Jessie Benton Fremont.* Atheneum, 1983. The manuscripts and published writings of Jessie Benton Fremont, wife of John Fremont, were used as primary sources for this book. The book provides a look through the eyes of this remarkable woman to an exciting and important period in history. This book is out of print, but copies are obtainable from many libraries.

Original Constitution of the State of California, 1849. Telefact Foundation, 1965. A useful resource for teachers, this extraordinary book contains a facsimile of the original state constitution, which was issued in both Spanish and English. Edwin Klotz's introduction discusses the cultural confluence of the state in its birth years. Contact the Telefact Foundation at Post Office Box 1853, Sacramento, CA 95812.

Reinstedt, Randall A. *One-Eyed Charley: The California Whip.* Donald R. Livermore. *Hands on History: Projects and Activities for One-Eyed Charley, The California Whip.* Carmel, CA: Ghost Town Publications, 1991. The true story of Charley Parkhurst is told through vivid accounts of rough and ready mining towns, bandits and holdups, and the exploits of California's skilled and resourceful stagecoach drivers. In the accompanying resource book you'll find new ideas for making California history an exciting part of the fourth grade curriculum. Reinstedt's *Stagecoach Santa* and Livermore's *Hands on History: Projects and Activities For Stagecoach Santa* (Ghost Town Publications, 1990) is another story and activity book for classroom use. The reader encounters the legends and lore of the Golden State through the eyes of a homesick boy's first Christmas in California.

Sabin, Louis. *Jim Beckwourth: - Adventures of a Mountain Man.* Illustrated by Marion Krupp. Toll Associates, 1993. A short biography which tells of Beckwourth's life and adventures from his youth in Virginia to his homestead in Beckwourth Valley.

Seagraves, Anne. *Women of the Sierra.* Lakeport, CA: WesAnne Enterprises, 1990. This unique book gives due attention to the women who braved the Sierras during its period of great activity. Accurate accounts of women achievers from the mid-nineteenth century to the turn of twentieth century and the lives they led are complemented with black and white photographs. This book also gives its young readers an idea of how difficult and rewarding life was during this point of time. The book may not be suitable for all reading abilities.

Shellenberger, Robert. *Wagons West: Trail Tales, 1848.* Heritage West Books, 1991. *Wagons West* represents the minor epics of hundreds of pioneers consolidated into the story of one family making the trek to California in 1848. The text is fully illustrated by more than a dozen pen and ink sketches.

Sommers, Elizabeth. "The Donner Party: American Dreams and American Characters," *Humanities Journal* (1992-93), California Humanities Association, pages 39-44. "How important is leadership?" is one of the focal questions asked in this article about the fateful Donner Party. The article includes several short passages from journals of members of the party and presents several questions for discussion and writing assignments. Although intended for upper grades, teachers may adapt the discussion ideas and writing prompts for classroom use.

Stein, R. Conrad. *California Gold Rush.* Chicago, IL: Children's Press, 1995. This lighthearted, easy-to-read account of the first find of gold at Sutter's Mill is full of factual information on the people and places of the California Gold Rush.

Stewart, George R. *To California by Covered Wagon.* Illustrated by William Moyers. Random House, 1954. Moses Schallenberger, as a member of the Stevens Party, was in the first wagon train to cross into California. This true story captures the excitement of the overland journey and includes vivid pictures of the terrain. Although out of print, copies may be obtained at most libraries.

Stotter, Ruth. "*Tales from California History.*" Stotter Press, nd. Two audio tapes of stories from California's pioneers days told by Ruth Stotter and based on Hector Lee's *Heroes, Villains and Ghosts* (Capra Press, 1984).

Trafzer, Clifford. *California's Indians and the Gold Rush.* Sierra Oaks, 1989. This brief work enriches our perspective of a major period in California's history.

Tucker, Michael S. *Sutter's Fort Teacher's Guide.* California State Publication, n.d. Although designed to be used with a historical field trip to Sutter's Fort, it can stand alone. The guide contains useful biographical accounts of many of the fort's residents during the period of the Gold Rush.

Uchida, Yoshiko. *Samurai of Gold Hill.* Creative Arts, 1985. In 1869, twelve-year- old Kaichi journeys from Japan to California, where his father and his father's partners start a tea and silk farm.

Van Steenwyk, Elizabeth. *The California Gold Rush: West with the Forty-Niners.* New York: Franklin Watts, 1991. This book tells an engaging and simple account of the crucial period of California history. Color illustrations complement this children's book.

Westwood, Phoebe. *Yesterday's Child: Golden Days and Summer Nights.* Heritage West Books, 1993. The flavor of daily life in a Gold Rush town just after the gold fever dies down is shared in a young, ordinary girl's memoirs. Photographs illustrate this social history that documents such topics a transportation, fashion, shopping, and medicine.

Zauner, Phyllis and Lou Zauner. *California Gold: Story of the Rush to Riches.* West Sacramento: APM Printing, 1980. This mini-history of the Gold Rush comes with drawings and photographs that help to make history memorable. Personal narratives provide an overview of daily life during the period. The book also includes maps of various mining towns in California.

Visual and Performing Arts Resources

Arlen, Karen W. *They Came Singing: Songs from California's History.* Oakland: Calicanto Associates, 1995. A collection of songs about people and events of significance in the state's history.

"*The California Gold Rush*". Documentary Photo Aids. Sixteen black and white photographs show various aspects of the vast numbers of people who traveled to the gold fields in 1848. Each photograph has a caption. These photographs could be used to accompany literature of the period such as *By the Great Horned Spoon, Jim Ugly* or *The Great American Gold Rush.*

The California Gold Rush. Photo Aids, 1988. Included in this portfolio are 18 authentic, historic photographs and illustrations, ideal for classroom display. The grit and fiber of Gold Rush life come through in this primary source material.

Miners Songs of '49. Grass Valley, CA: Noolcam Company, 1948. Republished in 1948 for the California Gold Centennial. Reproductions of authentic songs sung during the Gold Rush are included in this work. The songs are from the famous *Put's California Songster*, published in 1855, which originally sold for 25 cents on the streets of all leading cities. Although out of print, this source is available from many libraries.

The Mother Lode: A Pictorial Guide to California's Gold Rush Country. Chronicle, 1988. This is an excellent teacher resource for maps to mining camps and old stagecoach routes. Students will glean much information from the photographs as well as biographical data relating to some of the regions colorful characters such as Lola Montez, Black Bart, and Lotta Crabtree.

JEDEDIAH STRONG SMITH
Trapper and Explorer
1798? - 1831

Jedediah Smith went west with the clothes on his back, his gun, and his bible. He has often been described as a kind and gentle man and likened to Johnny Appleseed, the American folk hero. Jedediah had first begun trapping along the upper Missouri River in 1822. Life as a fur trapper was difficult and filled with danger from Indians who objected to trappers entering their lands, bad weather which brought severe storms and winter blizzards, or attacks by wild animals. During his first expedition he was attacked by a grizzly bear who tore off his ear. Jedediah called to a companion to sew his ear back on! Instead of abandoning life as a "mountain man," Jedediah seemed to be unable to live without the adventure associated with fur trapping in the wilderness.

In 1826 Jedediah formed a partnership with Davy Jackson and Billy Sublette. Their fur trapping business, Smith, Jackson and Sublette, became one of the most famous fur trading companies in the United States. Their company trapped and traded furs along the northern border of Mexico operating out of Wyoming, Idaho, and Utah.

Jedediah led expeditions to Mexican California in 1826 and 1827. He is known as the first European American to travel from the United States across the deserts of the Southwest to California, the first to cross the Sierra Nevada Mountains, and the first to travel overland from California to northern Oregon. In his first expedition, Jedediah traveled across Utah, south through present day Nevada and into California around Needles and crossed the Mojave Desert. Mexico required that all foreigners get permission to enter Mexican territory. Jedediah received permission to travel but was only permitted to remain in California for a limited time. He was granted permission to hunt but was to stay away from Mexican settlements. While in Southern California, however, Jedediah journeyed to the Los Angeles and San Diego areas, crossed over to Catalina Island, and then moved northward through Bakersfield, Fresno, Modesto, and along the Stanislaus and American Rivers. His party eventually sold their furs and began traveling north through California into Oregon where he encountered Indians; only Jedediah and a few of his men survived.

During his travels Jedediah kept a journal and intended to write a book about his adventures. When he reached St. Louis he tried to settle-down and assemble his journal, but soon became bored and decided to go West. This time he went as a trader taking supplies for trappers in New Mexico. His partners, Jackson and Sublette, joined him. In April 1831 they set out with 83 men, 24 wagons, and a cannon. Along the trail, before reaching New Mexico, Jedediah was searching for water when he was killed by Comanches. Jedediah Strong Smith was just 32 years old when he died. As an adventurer he opened the door in the 1820s to migration to California from the United States. Many were to follow his route in the years to come.

Things to think about:

- Why did Jedediah Smith travel to California?
- What was life like along the "Old Spanish Trail", across the desert to California?
- What was it like to cross the Sierra Nevada mountains in the 1820s?
- What items would Jedediah Smith and his partners bring as traders?

Appendix III-2

JAMES BECKWOURTH
Mountain Man and Explorer
1798-1867

The story of James Beckwourth is full of adventure and excitement. Jim was born in St. Louis in 1798. As a young man he was apprenticed to a blacksmith for five years to learn a trade. Jim found it difficult to live under the blacksmith's harsh rules and when he was told that he could not come and go as he pleased in the evenings after work, Jim slugged the gruff man and fled west. He had to learn for himself how to survive on the frontier. He became a skilled hunter and a tough fighter. He took a job with William Ashley's Rocky Mountain Fur Company. Ashley hired only the most rugged men to go into the mountains for long periods of time with few supplies to trap animals. Jim Beckwourth became one of the most famous of the "mountain men."

In 1824 Jim was adopted by the Crow Indians and given the name "Morning Star." He led the Crows in battle against their enemies, the Blackfoot. He went into battle shouting to the Crow warriors, "I will show you how to fight!" Because of his great skill as a fighter he was renamed "Bloody Arm" and became a Crow chief.

As General Stephen Kearny marched west to California during the Mexican American War he heard of Beckwourth's reputation. Kearny reportedly told Jim, "You like war, and I have good use for you now." Jim joined Kearny's army and led them into California.

According to legend, the Crows wanted Jim to return as their chief. They invited him to a great feast and attempted to convince Jim to lead them again. When he refused, the Crow chiefs plotted to poison Bloody Arm and bury him with their warrior chiefs.

Jim escaped, left the Crow nation, returned to California and discovered a new pass through the Sierra Nevada Mountains. He wrote the following account in his journal.

> ... We proceeded in an easterly direction, and all busied themselves in searching for gold; but my errand was of a different character; I had come to discover what I suspected to be a pass.
>
> It was the latter end of April when we entered upon an extensive valley at the northwest extremity of the Sierra range.... Swarms of wild geese and ducks were swimming on the surface of [a] cool crystal stream.... Deer and antelope filled the plains, and their boldness was conclusive that the hunter's rifle was to them unknown. Nowhere visible were any traces of the white man's approach, and it is probably that our steps were the first that ever marked the spot.... This, I at once saw, would afford the best

> wagon- road into the American Valley approaching from the eastward.... We also found gold, but not in sufficient quantity to warrant our working it....

Before he could map the mountain pass, Jim became very ill and was expected to die. He made out a will and was preparing to die when a wagon train arrived at his camp on the eastern side of the Sierra Nevada. Jim talked to the drivers and told them of the route they should take. The party, however, did not want to risk crossing the mountains without Jim leading them. Women on the wagon train nursed Jim back to health. Writing in his journey, Jim remarked:

> ... The women, God bless them! came to my assistance and through their kind attentions and excellent nursing I rapidly recovered from my lingering sickness, until I was soon able to mount my horse, and lead the first train, consisting of seventeen wagons, through "Beckwourth's Pass
>
> ..... In the spring of 1852 I established myself in Beckwourth Valley, and finally found myself transformed into a hotel-keeper and chief of a trading-post. My house is considered the emigrant's landing-place, as it is the first ranch he arrives at in the golden state, and is the only house between this point and Salt lake ..."

James Beckwourth, mountain man, warrior, and explorer lived an adventurous life. But, he wanted to be remembered for finding a pass across the Sierras so that settlers would be able to have an easier time in their journey to California.

Things to Think About:

- What would it have been like to live the life of a "mountain man?"
- Imagine what Jim Beckwourth's life was like among the Crow Indians?
- Why do you think Jim Beckwourth agreed to join with General Kearny and lead his men into California during the war?
- Locate Beckwourth's Pass on a map. Is it used today? Are there places in the High Sierras that are still the way Jim Beckwourth described them in the 1850s?

Appendix III-3

JOHN C. FREMONT
Explorer and Politician
1813-1890

In the 1840s the United States government organized scientific expeditions into the American West. John C. Fremont was selected to command an expedition. John got his party together, collected needed supplies, and hired Kit Carson as his guide. Between 1842 and 1845 John led several expeditions which took him across the Rocky Mountains to the Oregon country and Mexican California. During the expeditions John kept notes, studied plants and animals, and prepared maps which would help people traveling west. When he returned to St. Louis, his wife Jesse Benton Fremont, would help him write dramatic accounts of his journey. Jesse's father, an important Senator in Washington, invited John to the capital to report on his travels. While in Washington, John published copies of his journal that Jesse had helped write. In a short time thousands of copies were sold. People seeking to travel west were eager to get a copy before starting their journey.

At the age of 30 John was promoted to the rank of captain in the army and escorted to the White House to meet the new president, James K. Polk. John showed the president his maps and compared them with the incorrect maps the army was using. President Polk was impressed and persuaded John to lead another expedition. Some people believed that the president gave John secret instructions to plan a route the army could take to California and to help American settlers there if the United States went to war with Mexico.

John crossed into California and stopped at Sutter's Fort. While there he heard news that Californios were planning a revolt against Mexico. He traveled to Monterey with a band of 60 well-armed men. Camped near Monterey, John received an order from the Mexican government to immediately leave California. Instead of leaving he marched his men to the top of a small hill, fortified it, and raised the United States flag on a forty foot pole for all to see. After three days he returned to Sutter's Fort giving up all hopes for claiming California for the United States. He continued his scientific expedition moving northward to explore the Cascade Range in Oregon.

While on the expedition, John received word that the United States and Mexico were at war and the American settlers had organized the Bear Flag Revolt. He quickly returned to California and sent a group of his men to Sonoma where they took the Mexican fort and raised the Bear Flag of the California Republic.

John and his men joined with Commodore Robert Stockton who arrived in Southern California by sea with a force of marines. Stockton acted as Governor of California and John served as military commandant. General Stephen Kearny was sent across the United States with an army and entered California. When General Kearny arrived in San Diego he and Commodore Stockton quarreled over who was actually in command.

In February 1847, Kearny received orders from Washington which made him commander in -chief of California but he did not inform either Stockton or Fremont. John remained loyal to Stockton which angered Kearny. Once the war in California ended, Kearny ordered John to accompany him to Washington. When they reached Fort Leavenworth, Kansas, Kearny had John arrested and court martialed for mutiny. John was found guilty and discharged from the service. When President Polk heard of the court's decision, he ordered John promoted to Lieutenant Colonel and returned to duty, but John refused to accept the promotion and resigned from the military.

John and Jesse moved to California, purchased land in Mariposa and to their surprise discovered gold. At age forty John was a millionaire. Instead of living a life of leisure, John led another expedition to search for a good railroad route across the Sierras. He selected a route but the Union Pacific rejected his choice and chose to build the railroad further north. John opposed the northern route because of the high mountains and heavy snows in the winter months.

The Democratic Party called upon John to run for president but he refused because of the party's stand on slavery. John opposed the extension of slavery and instead accepted the newly formed Republican Party's nomination for the presidency in 1856. He lost the election to James Buchanan and returned to California where his share in the gold mine was bringing in $3000 a week.

When the Civil War began, John joined the Union army but soon ran into difficulty with President Lincoln. As commander John ordered that slaves held by any person who helped the South be set free. The president was afraid that John's order freeing slaves would cause Missouri to leave the Union and removed him from command. John resigned from the army. While serving his country his partners cheated him out of his share of the gold mine.

After the war, John and Jesse invested their money in the railroad and lost their fortune. At 65, nearly broke, John agreed to become territorial governor of Arizona. Jesse began to write books and articles and was so successful that her earnings were double John's salary. The Fremonts moved to Los Angeles where they bought a home. While on a trip to New York, John suddenly took ill and died 3000 miles away from his beloved wife. Jesse lived alone in Los Angeles until her death in 1902.

Things to Think About:

- How did John Fremont's scientific expedition help the United States government?
- Why would people planning travel west want a copy of John Fremont's book?
- What role did John Fremont play in the Bear Flag Revolt?
- What problems did John Fremont have to overcome during his career?
- Why do we remember him today?

Appendix III-4

BERNARDA RUIZ
Peacemaker
1802-1886

Near the world famous Universal Studios in Los Angeles there is a bronze plaque marking the site of the signing of the Treaty of Cahuenga which ended the fighting between Mexico and the United States in California in 1847. Present at the signing of this treaty was Bernarda Ruiz, born on August 20, 1802 in Santa Barbara. As a consultant to General Andres Pico and Colonel John Charles Fremont, Bernarda influenced a "generous peace" which in turn influenced the Treaty of Guadalupe Hidalgo in 1848 which ended the Mexican-American War. It was Bernarda's influence that allowed the Californios' to become United States citizens and have the same rights as other U.S. citizens.

This remarkable woman made her home in Santa Barbara. Her father was Sergeant Jose Pedro Ruiz and her mother was Maria Ygnacia Lugo of Los Angeles. On November 23, 1817 Bernarda married a presidio soldier, Jose Jesus Rodriguez, who was said to have been a descendant of Juan Rodriguez Cabrillo, the European explorer who sailed up the California coast in 1542. This couple became the grantees of the Conejo Rancho on El Camino Real, on the road to Los Angeles.

Bernarda had six children, and while they were young her husband died. Following the death of her husband she bought an adobe home on State Street in Santa Barbara. It was here, on her back porch, that Bernarda witnessed the arrival of Colonel John Charles Fremont and the American troops who would march south to encounter the Mexican forces in the Los Angeles area. Rumor had it that Colonel Fremont planned a harsh punishment for the defeated Californios; Mexican citizens would be deprived of their property rights. Bernarda went to her friend, Jesus Pico of San Luis Obispo, a liaison officer to Fremont, to ask for a meeting between herself and Colonel Fremont.

The arrogant Fremont agreed to give her ten minutes of his time, which turned into two hours. Playing on Fremont's vanity and the rumor that he "was promised the governorship of California, Bernarda showed him the advantage of promoting a "generous peace" which would respect the property rights and political freedom of the defeated. "Would it not be better to make thousands of loyal allies rather than to create a host of potential assassins waiting to kill him?"

In his *Memoirs of my Life,* J. C. Fremont credited the humane surrender terms in the Treaty of Cahuenga to the persuasive advice of Senora Bernarda Ruiz. Thus, through the foresight of this "Woman of Courage," Californios were guaranteed their civil and political rights as well as the rights to their land.

Things to Think About:

- How difficult would it be, in California in the 1840s, to raise six children alone?
- How do you imagine it would be like to be a Californio during the war between Mexico and the United States?
- How did Bernarda Ruiz influence Colonel Fremont to sign a "generous peace?" How logical were her arguments?

Appendix III-5

BIDDY MASON
Humanitarian
1818-1891

A plaque dedicates a pretty park in Los Angeles to Biddy Mason. Known and revered as "Grandma Mason," Biddy gave generously of her time, talents, and money to the city of Los Angeles. Her kindness to the poor is remembered in an issue of the *Los Angeles Times* (February 12, 1909) in a special feature article by Kate Bradley-Stovall on the Negro women of Los Angeles:

> Biddy Mason was well-known throughout Los Angeles County for her charitable work. She was a frequent visitor to the jail, speaking a word of cheer and leaving some token and a prayerful hope with every prisoner. In the slums of the city she was known as 'Grandma Mason' and did much active service toward uplifting the worst element in Los Angeles. She paid taxes and all expenses on Church property to hold it for her people. During the flood of the early eighties she gave an order to a little grocery store which was located on Fourth and Spring Streets. By the terms of this order, all families made homeless by the flood were to be supplied with groceries while Biddy Mason cheerfully paid the bill.

Biddy Mason was born into slavery in Hancock County, Georgia and in 1851 walked all the way to California behind three hundred wagons, driving the cattle and caring for her own three little girls, Ellen, Ann, and Harriet. Biddy and her family came to California as part of the "property" of Robert Smith the former plantation owner in Mississippi. Robert Smith and his family founded San Bernardino. Here he maintained a plantation style of living in which his servants were still his "'possessions." The settlers in the area didn't like this. A turn of events would change Biddy's life forever.

As California prepared to be admitted as a state in the Union, a constitution was drawn up. California's stand on slavery was made evident in the 1849 State Constitution. Article 1, Section 1 declared: "Neither slavery nor involuntary servitude ... shall ever be tolerated in this state." This meant that under the constitution any slave brought into the state was automatically emancipated. But, if the former slave voluntarily returned to the master's home in a slave state, the laws of that state would make him or her a slave again. The California law went on to declare that if anyone attempted to persuade a Negro by misrepresentation or false promises to leave California that person would be guilty of kidnapping. Such was the issue for a legal case in Los Angeles.

In 1855, Robert Smith attempted to leave California for Texas (a slave state) with his belongings and two African American women and their children. As they camped near Los Angeles, Sheriff Frank Dewitt served Smith with a writ of habeas corpus which

named him a defendant in an inquiry into his actions of taking people out of the state of California against their wishes.

Before the Hon. Benjamin Hayes,
judge of the District Court of the First judicial District State of
California, County of Los Angeles.

...Biddy and her said children are persons of color, ...have resided with the said Robert Smith for more than four years, and since some time in the year of our Lord one thousand, eight hundred and fifty-one in the State of California. ...And it further appearing by satisfactory proof to the Judge here, that all the said persons of color are entitled to their freedom and are free and cannot be held in slavery or involuntary servitude, it is therefore argued that they are entitled to their freedom and are free forever. And it further appearing to the satisfaction of the judge here that the said Robert Smith intended to and is about to remove from the State of California where slavery does not exist, to the State of Texas, where slavery of Negroes and persons of color does exist, and established by the municipal laws, and intends to remove the said before-mentioned persons of color, to his own use without the free will and consent of all or any of the said persons of color, whereby their liberty will be greatly jeopardized, and there is good reason to
apprehend and believe that they may be sold into slavery of involuntary servitude and the said Robert Smith is persuading and enticing and seducing said persons of color to go out of the State of California, and it further appearing that none of the said persons of color can read and write, and are almost entirely ignorant of the laws of the State of California as those of the State of Texas, and of their rights and that the said Robert Smith, from his past relation to them as members of his family does possess and exercise over them an undue influence in respect to the matter of their said removal insofar that they have been in duress and not in possession and exercise of their free will so as to give a binding consent to any engagement or arrangement with him

Given under my hand as judge of the first judicial District
of the State of California,
on the 19th day of January, AD 1856,
at the City of Los Angeles.

Benjamin Hayes,
District Judge

Sheriff Dewitt took the Negroes back to town for safekeeping. At a private hearing arranged by Judge Hayes, Biddy and Hannah were able to confide their concerns about

going to Texas. The women told the judge that Smith had said they would be as free in Texas as in California. Thus, in a crowded courtroom judge Hayes declared Robert Smith guilty of misrepresentation, because of the law in Texas which forbade the importation of free slaves. Because of the Texas law the Negroes in Smith's household were traveling as "his slaves or else to be sold into slavery." Thus, the Judge took Biddy and her family and Hannah and her family from Robert Smith. The sheriff of San Bernardino County was appointed guardian of Hannah's son and the sheriff of Los Angeles county was made guardian of all the other children except the two oldest. This was done to protect the children from being persuaded to leave California for a slave state. Robert Smith had to pay the Court costs. On February 2, 1856, the *Los Angeles Star* printed the full text of Judge Hayes' opinion titled "Suit For Freedom."

After her freedom was guaranteed, Biddy Mason brought her family from Santa Monica Canyon to Los Angeles. Here she worked as a "confinement nurse" for a Dr. John Griffin. While working for him, Biddy was able to save and invest her money. Dr. Griffin invested in real estate and it was probably on his advice that Biddy, and later her children, bought property in downtown Los Angeles. The family lived to see their property greatly increase in value. It was from her home at 331 Spring Street that 'Grandma Mason' gave to her community through her charitable works.

Things to think about:

- What would it have been like to walk across the Southern part of the United States to California tending cattle?
- As a slave, would you expect to be free once you came into a state that prohibited slavery?
- What arguments would you have used before Judge Hayes to make sure that you were not forced to return to a slave state?
- If Biddy Mason were alive today and still owned property in downtown Los Angeles, what do you think she would do with her money?